Course Overview

This course explores biological, psychological, and sociocultural influences on adolescent development. Contemporary developmental research will be examined in the context of psychodynamic theory. Normative and non-normative stressors and paths of development will be considered, as well as implications for clinical practice.

Course Objectives

- To become familiar with contemporary biological and social science research on adolescence;
- To acquire an understanding of psychodynamic theories of adolescence;
- To appreciate the complex interaction between biological, psychological, sociocultural, and historical influences on adolescent development;
- To consider the implications of research and theory for psychodynamic practice;
- To examine the developmental transition from adolescence to early adulthood.

Assignments

1) Brief Integration Papers – Due sessions 2-6, these 1½-2 page papers provide the opportunity to examine and apply key themes of adolescent development. Choosing a minimum of two readings for the week, you will provide a) a brief summary of a developmental concept, theme, or research finding of interest, and b) an application of that idea to a real or hypothetical situation. You may use current or past patients, individuals you know, or characters from the novel *Atonement* (McEwan, 2003).

2) Presentation – You will present a brief summary and integration of one reading of your choice. You may use current events or trends, personal experiences, case material, fictional characters, or the adolescent/young adult case “subject” of your final paper to integrate the ideas.

3) Final Integration Paper – This 7-9 page paper will in a more expanded and in-depth way examine a theme of adolescent development in the context of case formulation. Using a real or fictional case “subject” of your choice, you will consider: a) How contemporary developmental research and psychodynamic clinical theory contributes to an understanding of this individual; b) How it explains the behaviors, motives, thinking patterns, affect, relationships, etc. that pervade the subject’s current development, and; c) How this person’s experience can inform your clinical work with similar patients.
Evaluation and Grading

Oral Participation – 25% of final grade
Presentation – 25% of final grade
Integration Papers – 25% of final grade
Final Paper – 25% of final grade

Required Texts


Session 1 – 9/18, 9-Noon (On-Site) Historical Overview/Biospsychosocial Risk and Resilience


Optional


Session 2- 9/28, 8-10pm (Online) Psychodynamic Perspectives of Adolescent Development I


Session 3 – 10/12, 8-10pm (Online) Psychodynamic Perspectives of Adolescent Development II


Session 4 - 10/26, 8-10pm (Online) Biological Forces


Optional


Session 5 – 11/5, 4-7pm (On-Site) Psychological Forces


Optional

Session 6 – 11/30, 8-10pm (Online) Sociocultural Forces


Optional


Session 7 - 12/14, 8-10pm (Online) Emerging Adulthood


Supplemental Course Readings


Kohut, H. (1987). The separate developmental lines of narcissism and object love. In M. Elson (Ed.), The Kohut seminars on self psychology and psychotherapy with adolescents and young adults (pp. 18-30). New York: W.W. Norton. (Database)


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